

## Task 2: Aid Agency Research & Recipe Creation

**Due Date:** Friday 5th June 2026 (Week 7)

**Task Distributed:** 06.05.2025

**Unit:** Food Equity

**Task Type:** Theory and Practical

**Task Weighting:** 20%

**Outcomes:**

FT5-1, FT5-2, FT5-5, FT5-6, FT5-11 & FT5-13

### Task Description

#### Part A: Theory

You will be provided an aid agency by your teacher. You are to complete the research and practical components with that aid agency at the core. Scaffold provided on Google Classroom.

For this section, you have to complete the following (scaffold to be provided):

1. Describe your aid agency. Identify whether they help individuals and societies here in Australia or internationally
2. Discuss the aid agency's role. Include in your answer:
  - What do they do?
  - Who do they help?
  - What specific needs do they meet?
3. Identify potential issues for and against the aid agency assisting individuals and communities
4. Investigate the group that your aid agency predominantly helps. Provide 4 or more examples of the circumstances which have contributed to their situation
5. Identify ways that you can help the aid agency. Provide at least 2 examples
6. Brainstorm a variety of suitable nutritious snacks that you could serve to the group your aid agency provides for. Suggest 8 or more nourishing examples
7. Provide a recipe for you practical of a dish that would be suitable to serve the people that your aid agency helps
8. Evaluate the nutritional impact of producing this snack for the group at risk. Provide at least two examples demonstrating the importance of nourishment and health for the community

#### Part B: Practical

Design, prepare and present a suitable recipe for a nutritious snack that could be served to the group your agency provides for. This component of the task will be completed at school in your normal demonstration and practical periods (your teacher will allocate you your cooking period). You will be marked on whether your dish suits the brief, organisation, safe & hygienic practices, cleanliness and the visual appeal of the final product.

See Scaffold and Google Classroom for marking criteria and allocations.

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# NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

- **Describe:** provide characteristics and features\
- **Discuss:** Identify issues and provide points for and/or against
- **Evaluate:** Make a judgment based on criteria; determine the value of

Check the NESA Glossary of Key Words for further guidance  
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

## Details of Submission

Students must submit an electronic copy of their final assessment to their teacher on the due date stated above via Google Classroom. The electronic copy must include all completed elements of the theory portion of the task. The practical component is to be conducted in the time allocated by your teacher.

## Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within 14 days of the due date.
- At this time feedback including information on how to improve will be provided through Google Classroom.
- Students can clarify or seek further feedback by speaker with their teacher or the assessment marker.
- You will also receive feedback on your literacy performance based on the criteria in the school's literacy marking rubric. The marks achieved for literacy will account for between 10% – 20% of the maximum task value.

Upon return of the task, students will also be expected to complete an in-class self-reflection sheet.

## How does this link to my learning?

- This assessment task will build on theoretical concepts discussed in class and allow students to consolidate their learning in a creative and meaningful way.
- Students will have to opportunity to develop their independent research skills and ICT capabilities.
- Students will communicate ideas and information using a range of media and appropriate terminology

## Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

## 9 Food Technology, Food Equity

Criteria - Part A	1	2	3-4	5	6
Describe aid agency. Identify whether they help individuals or societies here in Australia or internationally	Limited	Basic	Sound	High	Outstanding
	Student has not attempted the question OR Student has submitted an incomplete attempt at the question.	Student has vaguely identified what the aid agency does and the group they help. The specific needs the aid agency meets are stated. 4 or more spelling and/or grammatical errors.	Student has identified what the aid agency does and provided a description of who they help. The specific needs the aid agency meets are stated with some clarity. 2-3 spelling and/or grammatical errors.	Student has provided characteristics and features of the aid agency. Student has clearly identified whether the agency works to help individuals or societies here in Australia or internationally. 1-2 spelling and/or grammatical errors.	Student has provided characteristics and features of the aid agency with exhaustive detail. Student has clearly identified whether the agency works to help individuals or societies here in Australia or internationally. Logical and cohesive answer with less than 2 spelling and/or grammatical errors.
Discuss aid agency's role (What they do, who they help and what specific needs they meet)	1	2	3-4	5	6
	Limited	Basic	Sound	High	Outstanding
	Student has not attempted the question OR Student has submitted an incomplete attempt at the question.	Student has vaguely identified what the aid agency does and the group they help. The specific needs the aid agency meets are stated. 4 or more spelling and/or grammatical errors.	Student has identified what the aid agency does and provided a description of who they help. The specific needs the aid agency meets are stated with some clarity. 2-3 spelling and/or grammatical errors.	Student has demonstrated a clear understanding of what they aid agency does and has described who they help correctly. The specific needs the aid agency meets are described with some detail. 1-2 spelling and/or grammatical errors.	Student has demonstrated an extensive understanding of what they aid agency does and has described who they help correctly with exhaustive detail. Less than 2 spelling and/or grammatical errors.
Potential issues for and against the aid agency assistance	1	2	3	4	
	Basic	Sound	High	Outstanding	
	Student has made an incomplete attempt at identifying the potential issues for and against the aid agency's assistance.	Student has identified potential issues for and against the aid agency's assistance. 3-4 spelling and/or grammatical errors.	Student has described potential issues for and against the aid agency's assistance. 1-2 spelling and/or grammatical errors.	Student has described potential issues for and against the aid agency's assistance in a balanced and cohesive manner that shows insight and understanding. Less than 2 spelling and/or grammatical errors.	

<b>Investigate the group your aid agency predominantly helps (4 or more examples of circumstances which have contributed)</b>	<b>1</b>	<b>2-3</b>	<b>4-5</b>	<b>6-7</b>	<b>8</b>
	<b>Limited</b>	<b>Basic</b>	<b>Sound</b>	<b>High</b>	<b>Outstanding</b>
	Student has not completed the question OR Student has identified the group their aid agency helps without clarity.	Student has identified the group their aid agency helps with 1 example of circumstances which have contributed to their situation.	Student has identified the group their aid agency helps with 2-3 examples of circumstances which have contributed to their situation.	Student has identified the group their aid agency helps with 3-4 examples of circumstances which have contributed to their situation.	Student has clearly and correctly identified the group their aid agency helps with 4 logical and insightful examples of circumstances which have contributed to their situation.
<b>Identify ways you can help the aid agency</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
	<b>Basic</b>	<b>Sound</b>	<b>High</b>	<b>Outstanding</b>	
	Student identified 1 way they could help the aid agency with no creativity demonstrated.	Student identified 2 ways they could help the aid agency with no creativity demonstrated.	Student identified 2 ways they could help the aid agency with some creativity demonstrated.	Student identified at least 2 ways they could help the aid agency with excellent creativity demonstrated.	
<b>Brainstorm 8 suitable nutritious snacks</b>	<b>1</b>	<b>2-3</b>	<b>4-5</b>	<b>6-7</b>	<b>8</b>
	<b>Limited</b>	<b>Basic</b>	<b>Sound</b>	<b>High</b>	<b>Outstanding</b>
	Student has not complete the question OR Student has presented incomplete information.	Student has presented 3 or more suitable and nutritious snack ideas.	Student has presented 6-7 suitable and nutritious snack ideas.	Student has presented 8 suitable and nutritious snack ideas.	Student has considered the needs of the group when brainstorming nutritious snack ideas. Student has presented a creative variety of snacks that clearly consider the health of the group.
<b>Evaluate the nutritional impact of producing this snack (2 examples demonstrating importance of health)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
	<b>Basic</b>	<b>Sound</b>	<b>High</b>	<b>Outstanding</b>	
	Student has commented on the nutritional impact of the snack.	Student has predicted the impact of the snack on the health of the group with some clarity. Student has provided 1-2 examples demonstrating the importance of nourishment and health for the community.	Student has made a judgement on the impact of the snack on the health of the group. Student has provided 2 examples demonstrating the importance of nourishment and health for the community.	Student has made a clear judgement on the impact of the snack on the health of the group. Student has provided at least 2 logical examples demonstrating the importance of nourishment and health for the community.	

Criteria - Part B	1	2	3	4	5
Food Order	Limited	Basic	Sound	High	Outstanding
	Food order is submitted but requires multiple adjustments.	Recipe has some necessary components- title, time, servings, ingredients list or method.	Recipe includes most necessary components- title, time, servings, ingredients list or method.	Recipe includes all necessary components- title, time, servings, ingredients list and method.	Recipe includes all necessary components- title, time, servings, ingredients list and method. Ingredients list includes quantities. Method includes serving suggestions.
Practical	1-2	3-4	5-6	7-8	9-10
	Limited	Basic	Sound	High	Outstanding
	Student demonstrates limited cooking technique. Student demonstrates limited organisational skills.	Student demonstrates basic cooking technique including some safety and hygienic practices, preparation skills and/or cooking capability. Student demonstrates some organisational skills including cleaning as they cook, washing dishes using the correct procedure and/or the benches are clean and sanitised at the end of the cook.	Student demonstrates a sound quality cooking technique including satisfactory safety and hygienic practices, preparation skills and cooking capability. Student demonstrates some organisational skills including cleaning as they cook, washing dishes using the correct procedure and/or the benches are clean and sanitised at the end of the cook. Student has completed cook in the set time limit. Student presents their food in a visually appealing manner.	Student demonstrates a high quality cooking technique encompassing safe and hygienic practices, quality preparation skills and cooking capability. Student demonstrates good organisational skills by cleaning as they cook, washing dishes using the correct procedure and the benches are clean and sanitised at the end of the cook. Student has completed cook in the set time limit. Student presents their food in a visually appealing manner.	Student demonstrates an outstanding cooking technique encompassing safe and hygienic practices, quality preparation skills and an excellent cooking capability. Student demonstrates excellent organisational skills by cleaning as they cook, washing dishes using the correct procedure and the benches are clean and sanitised at the end of the cook. Student has completed cook in the set time limit. Student presents their food in a visually appealing manner and according to what is trendy in food presentation today.

## 2026 Literacy Rubric

Literacy Outcomes	Elementary achievement You have:	Limited achievement You have:	Satisfactory achievement You have:	High achievement You have:	Outstanding achievement You have:
<b>Vocabulary</b> <i>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</i>	Very limited response. Few content words used.	Only simple words are used.	Some precise and technical words are used.	Sustained use of precise and technical words.	Sustained, consistent and fluent use of precise and technical words.
	0	1	2	3	4
<b>Punctuation</b> <i>Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text</i>	No evidence of correct sentence punctuation.	Sentence punctuation is correctly used in at least one place - <i>one sentence is punctuated correctly.</i>	Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required.	Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation.	Writing contains accurate use of all applicable punctuation.
	0	1	2	3	4
<b>Sentences &amp; Cohesion</b> <i>The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.</i>	No clear evidence of sentences: a list of words OR text fragments.	At least one sentence is used correctly. Some meaning can be construed from the text.	Some correct formation of sentences. Mainly uses simple and compound sentences, but may attempt more complex structures.	Most sentences are correct. Range of sentence types and connectives are evident, but with varied effectiveness.	All sentences are correct, effective and controlled, and include a range of sentence types and connectives (complex sentences and other sophisticated structures)
	0	1	2	3	4
<b>Paragraphs</b> <i>Paragraphs are used to effectively structure information and partition events and ideas</i>	No correct use of paragraphing; may be a block of text or random breaks.	Ideas are separated; paragraphs may contain some unrelated ideas.	At least ONE paragraph is well structured and develops an idea	Writing is organised into paragraphs that assist the reader to digest chunks of the text, but may not be linked or executed effectively.	All components of the paragraphs are evident and paragraphing is consistent and well-developed across the whole text.
	0	1	2	3	4
<b>Text Structure</b> <i>Uses features of the appropriate text type</i>	No evidence of the structural features of the appropriate text type. <i>No attempt to write in the appropriate text type and/or response is off task.</i>	Minimal evidence of the structural features - <i>1 component evident</i> - of the appropriate text type.	Some evidence of the structural features - <i>2 components evident</i> - of the appropriate text type.	Substantial evidence of the structural features - <i>all components evident but there may be some lapses</i> - of the appropriate text type.	Coherent and controlled use of <b>all</b> the appropriate structural features of the text type.
	0	1	2	3	4
	Level of response is well below syllabus expectation	Level of response is below syllabus expectation	Level of response is equivalent to syllabus expectation	Level of response is above syllabus expectation	Level of response is well above syllabus expectation